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ABSTRACT

This manual presents an instrument (the Dakota Parent Satisfaction Survey) and procedures for evaluating parent satisfaction with early intervention programs. The survey procedures have been used to evaluate seven early intervention programs each year since 1985. Development of the Survey is discussed, including the identification of program goals, drafting and refining of questions for each goal, wording of the response scale, use of a response adjustment factor when parents skip a question, and development of evaluation criteria. Use of survey results to develop a Program Evaluation Report is then detailed with a sample form provided. Survey procedures are explained for four phases, including: (1) conducting the survey (a timetable for conducting and analyzing the survey are suggested and sample cover letters included); (2) calculating results (suggestions for tabulating results and compensating for low response rates are offered); (3) establishing and applying criteria (reflecting both parents' expectations and agency expectations); and (4) interpretation. Appendixes provide additional sample forms and results of applying this evaluation approach. Includes 13 references. (DB)

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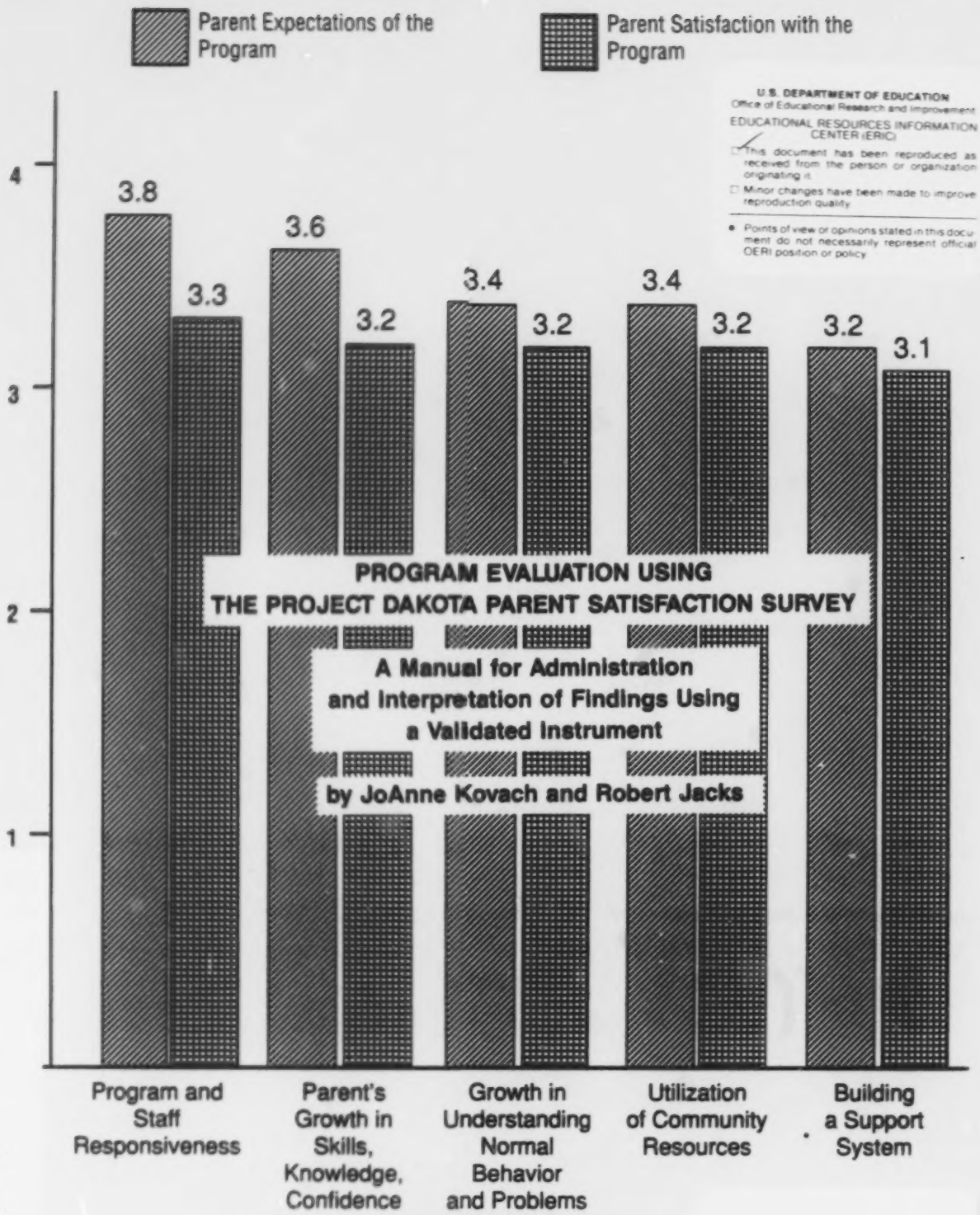

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PROGRAM EVALUATION USING THE PROJECT DAKOTA PARENT SATISFACTION SURVEY

A Manual for Administration and Interpretation of Findings Using a Validated Instrument

by JoAnne Kovach and Robert Jacks

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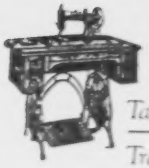

Tailor Made Early Intervention
Training and Consultation Services

Project Dakota Outreach

ATTENTION

Listed below are clarifications and corrections for users of the manual, Program Evaluation Using The Project Dakota Parent Satisfaction Survey. Thank you for making these adjustments.

1. Turn to page 34. The first paragraph proposes the option of using Dakota's parents' expectation survey results and refers you to Column 8 of the Summary (page 45). Turn to page 45 and find the column titled "PARNT EXPCT" (parent expectations). If you choose to use Dakota's parents' expectations rather than generating your own then the values shown in Column 8 should be replaced by those shown as POOLED IDEALS on page 72 of the appendix (the right hand column). Using the POOLED IDEAL values provides a more valid indicator of parent expectations because they are built on a larger sample size (N=119). If you choose to poll parents in your own program to establish the parent expectations (page 45, column 8) then compare your adjusted scores (page 45, column 7) with your own program specific values.

2. Turn to page 40. The section titled Parents' Expectation Comparison clearly states that "if the average score, or the adjusted average score for a question is 0.20 or more below the Parents' Expectation score, put a check mark in the " > .2 " column (column 9). This column is more accurately labeled " $\geq$ .2 ." Please make this correction to the sample summary sheets on page 40 and page 45 and to the blank summary sheet found in Appendix F.

3. Turn to page 6. Goal II, item 3 asks "Because of my participation with the program I enjoy my child more." Many parents have objected to the implication that enjoyment of their child is in any way a function of participation in a program. The resulting responses often score in the disagree range and eventually show up as a program weakness ("training target"). This does not accurately reflect either the intent of the item or of parents' responses. Therefore, we recommend deleting this item from the survey.

* * * * * * * * * * * * * * * * * *

Refining a tool like the Parent Satisfaction Survey is an ongoing process. We welcome your comments, questions and suggestions as you apply or adapt the PSS to your program. We also are very interested in learning of results from its implementation. Please address correspondence to: Project Dakota, 680 O'Neill Drive, Eagan, Minnesota 55121.

THANK YOU!

1258J

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INTRODUCTION

Some day soon you will want to ask the parents in your program what they think of the way you are serving the needs of their children - and their own needs as parents. We call this opinion poll the "Dakota Parent Satisfaction Survey" and principally it serves two purposes:

- to tell us what we are doing right and,
- to give us direction in the elements of our program which need improvement.

Unavoidably, you will look upon the results of the survey as a report card, and certainly it will be gratifying to learn that a high percentage of your parents perceive you to be doing a good job. But, more importantly, a good, thorough survey will tell you where the parents think you are missing the mark, and it is here that the survey has its greatest value to the long range effectiveness of your program.

This booklet is the result of several years of program evaluation by Dakota, Inc. The survey procedures presented here have been used to evaluate seven early intervention programs each year since 1985, and by following the step-by-step instructions, you will be able to conduct your own survey and interpret the results. You will have a valid and reliable evaluation of your program.

Developing the Survey Questionnaire

Parent satisfaction surveys are a standard evaluation method in early intervention programs. A review of the results from model programs revealed that they uniformly yielded very positive results, but, the methods used did not provide standards and comparison criteria which could direct the interpretation of results. Since the identification of areas for improvement was a primary Dakota goal, it was decided to standardize the survey instrument and implement strict evaluative techniques.

Begin with Program Goals

The first step was the description of a model or ideal program, and the identification of the best practices in the field. This was accomplished through extensive discussions with staff, consultants, and an in-depth search of the literature. The outcome was the specification of five program goals:

Goal I - to be responsive to the child's and the parent's needs;

Goal II - to provide for growth in the parent's knowledge and skill to plan for and help their child;

Goal III - to assist parents in understanding normal development and behavior;

Goal IV - to help parents in the utilization of community resources; and,

Goal V - to build the family's support system.

Develop Questions for Each Goal

The processes and outcomes which should be addressed by the program services, procedures, and curriculum were identified for each goal. Then, survey questions were drafted describing each process and outcome. A low score on a particular question, therefore, points to remedial action in a specific aspect of programming.

The questions were sorted by goal, supplemented and validated by a panel of eight practicing early childhood special education professionals, each holding at least a Master's Degree in the field. Finally, for clarity and simplicity, the questions were worded at a seventh-grade reading level.

The questions have been refined each year based on the parents' comments and staff input.

Wording and the Response Scale.

In the survey, each question is presented as a positive statement to which the parents are asked to respond: do they "Strongly disagree?", "Disagree?", "Agree?", "Strongly agree?". This four-item response scale was selected to avoid polite, middle-value responses, and to provide the means for parents to express some degree of satisfaction or dissatisfaction. The positive phrasing is intended to convey that each item should be part of their experience in the program.

The grouping of questions under each goal has been validated by factor analyses. Dakota's experience indicates that including the program goal statement on the survey, and grouping related questions, aids the parent's understanding of the purpose of the survey as well as clarifying program goals and operations.

When Parents Fail to Respond

When a number of parents fail to answer a question, the results from that question present a problem in interpretation. We have developed a "response adjustment factor" which resolves this problem with the assumption that whenever parents skip a question it is in reality a negative response - they are trying to spare us the bad news. While we endorse the use of this factor, try to eliminate the problem by urging your parents to answer every question. (There is more about response rates and their effect on results on page 27.)

Dakota's 1987 questionnaire is shown on the following pages.

Tailor Made Early Intervention
Training and Consultation Services

Project Dakota Outreach

PARENT SATISFACTION SURVEY*

Response Number _____

Please indicate how satisfied you are with services you receive from your child's program. For each item put a check to show how strongly you agree or disagree with that statement. Your response to <u>each</u> statement is important - any unanswered items have a negative effect on the final score.

GOAL I - PROGRAM AND STAFF RESPONSIVENESS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
The staff listen and respond to my concerns, questions, and ideas.	SD	D	A	SA
In my meetings with staff (for assessments, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	SD	D	A	SA
Although one staff member mainly serves my child, I feel that we receive the expertise of other staff.	SD	D	A	SA
Staff give me information that is clear and useful to me.	SD	D	A	SA
I feel the program for my child includes what is important to me.	SD	D	A	SA
My child's program meets my child's needs.	SD	D	A	SA
The help my child is getting is based on his/her individual needs.	SD	D	A	SA
I am satisfied with my child's progress since beginning this program.	SD	D	A	SA
The help I get fits into our family routines and activities.	SD	D	A	SA
The staff respect the limits my family puts on our time and energy for our child's program.	SD	D	A	SA
I am informed of a variety of choices for how my child could be served.	SD	D	A	SA

* Survey developed by Dakota, Inc., Project Dakota Outreach (612)455-2335

Parent Satisfaction Survey
Page 2

GOAL II - GROWTH IN KNOWLEDGE AND SKILLS FOR HELPING YOUR CHILD

Because of my participation with the program....	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
....I am more able to look at my child and see what he/she is learning to do.	SD	D	A	SA
....I have learned about helping my child.	SD	D	A	SA
....I enjoy my child more.	SD	D	A	SA
....I know what my child needs to learn.	SD	D	A	SA
....I am aware of how ordinary activities are part of my child's learning and development.	SD	D	A	SA
....I feel more confident about how my family and I are helping our child.	SD	D	A	SA
....I am more aware of how to help my child's development.	SD	D	A	SA
....I have a clearer picture of my child's special needs at this time.	SD	D	A	SA
....I feel satisfied that my child's strengths are being discussed.	SD	D	A	SA
....I know more about how to set goals and strategies for my child.	SD	D	A	SA

Comments: (Please comment if you've checked any items SD or D):_____

_____

_____

_____

Parent Satisfaction Survey
Page 3

GOAL III - GROWTH IN UNDERSTANDING NORMAL BEHAVIOR AND PROBLEMS

Because of my participation with the program....	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
....I more strongly value my child spending time with children who don't have developmental delays.	SD	D	A	SA
....I am more aware of how my child is like other children.	SD	D	A	SA
....I know more ways to get my child to cooperate.	SD	D	A	SA
....I am getting the help I need to learn about handling my child's behavior.	SD	D	A	SA

Comments: (Please comment if you've checked any items SD or D):_____

_____

GOAL IV - UTILIZATION OF COMMUNITY RESOURCES

Because of my participation with the program....	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
....I know more about community agencies, services, and programs that can help my child or my family.	SD	D	A	SA
....I get help from staff when I want other programs or people to work with me, my child, or my family.	SD	D	A	SA
....I now have contact with services and programs in the community who may help my child or my family.	SD	D	A	SA
....I am satisfied with the communication between my child's team and community resource persons involved in my child's program.	SD	D	A	SA
....I am able to get information that is important to the health and happiness of my family and child.	SD	D	A	SA

Comments: (Please comment if you've checked any items SD or D): _____

_____

Parent Satisfaction Survey
Page 4

GOAL V - BUILDING A SUPPORT SYSTEM

Because of my participation with the program....	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
....my partner/my family are more involved in my child's learning.	SD	D	A	SA
....I have more friends or other children helping me help my child.	SD	D	A	SA
....staff helped the people I know be more caring and understanding of my child.	SD	D	A	SA
....staff helped me get to know other people who are caring and understanding.	SD	D	A	SA
....I have gotten support from other parents.	SD	D	A	SA
....I feel less alone as the parent of my child.	SD	D	A	SA
....staff are willing and able to help my family and friends when we have concerns or questions about my child.	SD	D	A	SA

Comments: (Please comment if you've checked any items SD or D): _____

_____

_____

My child is _____ years _____ months old.

Signature (optional) _____

1092J

THANK YOU FOR GIVING US THIS FEEDBACK!

Parent Satisfaction and Other Variables

A variety of variables (listed below) have been tested for any relationship with parents' satisfaction scores. No correlations were found for the

- child's age
- severity of handicap
- time in the program
- mother employed / mother a homemaker
- frequency of staff contact
- frequency of home visits
- frequency of in-center sessions
- frequency of parent / child sessions
- number of days in community programs.

We did find, however, that programs offering a greater variety of intervention options received higher satisfaction ratings than did those with static and limited service menus.

Develop Evaluation Criteria

A four-point scoring system was used to convert the questionnaire responses to an average score per question. Then, two evaluative criteria were developed for use in interpreting the survey results: one based on what the parents expect from the program (The Parents' Expectation Criteria, see p.33); and one based on the level of parent satisfaction which Dakota expects the program to meet (The Agency Expectation Criteria, p.41). These criteria were applied individually and then in combination to provide a performance rating for every question: "Very Good", "Good", "Marginal", and "Of Concern".

The Program Evaluation Report

The Program Evaluation Report (following two pages) presents the final results of the Parent Satisfaction Survey. It identifies

Program Strengths - those program areas rated "Very Good" and "Good" by the survey interpretation procedures, and

Training Targets - those program areas rated "Marginal" and "Of Concern".

This is what you are after. It tells you what you need to know about the current status of your program and where to direct your efforts to make it better.

PROGRAM EVALUATION REPORT - 1987

Rating Key: Program Strength (PS) = Very Good (VG), Good (G)
Training Target (TT) = Marginal (M), Of Concern (OC)

Team Dakota-8

		Rating PS	Rating TT
GOAL I	**PROGRAM AND STAFF RESPONSIVENESS**		
1	Staff listen and respond to my concerns	VG	
2	I am an active team member, not just a listener	VG	
3	We receive the expertise of other staff	VG	
4	Staff give clear, useful information	VG	
5	My child's program includes what is important to me	VG	
6	My child's program meets my child's needs		M
7	The program is based on individual needs	VG	
8	I am satisfied with my child's progress		M
9	The programming fits our family routine	VG	
10	Staff respect our family limits of energy and time	VG	
11	I've been given choices of service options	VG	
GOAL II	**GROWTH IN KNOWLEDGE AND SKILLS FOR HELPING THE CHILD**		
1	I am able to see what my child is learning		M
2	I've learned about helping my child	VG	
3	I enjoy my child more	VG	
4	I know what my child needs to learn		M
5	I see how ordinary activities are part of development	VG	
6	I feel more confident about helping my child	G	
7	I am aware of how to help my child's development		M
8	I have a clearer picture of my child's special needs		M
9	My child's strengths and needs are discussed	VG	
10	I know more about how to set goals for my child		M

		Rating PS	TT
GOAL III GROWTH IN UNDERSTANDING NORMAL DEVELOPMENT & BEHAVIOR			
1	I value my child's time with other children		OC
2	I am aware of how my child is like other children		M
3	I've learned ways to get my child to cooperate		OC
4	I've gotten help handling my child's behavior		M
GOAL IV UTILIZATION OF COMMUNITY RESOURCES			
1	I know about other community resources for my child/family	G	
2	Staff helps me when I need to know about other resources		M
3	I have greater contact with community services/programs		OC
4	Satisfactory communication between staff & other services	VG	
5	I am able to get information important to my child/family		M
GOAL V BUILDING A SUPPORT SYSTEM			
1	My partner/family is more involved with my child		OC
2	More people are helping me with my child		OC
3	Staff helped people I know to be more understanding		OC
4	Staff helped me get to know other caring people		M
5	I've gotten support from other parents		OC
6	I feel less alone as parent of my child		OC
7	Staff will help when family/friends have concerns	G	

PHASE 1

CONDUCTING THE PARENT SATISFACTION SURVEY

Survey Phases

The table on the facing page shows the order and a general timetable for conducting the survey. It will also serve as a guide to the "Survey Procedures" section (pages 16-50). Note that the overall effort is divided into four phases.

Phase 1. Conducting the Parent Satisfaction Survey.

Phase 2. Calculating the Survey Results.

Phase 3. Establishing Criteria for Interpreting the Survey Results; and,
Identifying Program Strengths and Weaknesses.

Phase 4. Interpretation.

You can readily see that the process is long. It is important that administrators understand that conducting and interpreting a valid survey takes time and effort. The experience at Dakota, Inc. shows that the results are worth this effort. The survey results focused staff training and brought about significant positive changes in the parents' evaluation of the program.

Note: Phase 3 may be shortened by about one month if you accept Dakota's validated "Parents' Expectation Criteria" instead of developing your own data. These criteria, used in interpreting the survey results, are explained on pp.33-40.

TIMETABLE AND PAGE GUIDE

Pg		WEEK 1 - 4	5	6	7	8	9	10	11	12	13	14
	PHASE 1 Parents' Satisfaction Survey											
16	Send out questionnaires	*										
18	Send out follow-up letters	----*										
20	Complete follow-up calls	----------*										
	PHASE 2 Calculating Results											
22	Tabulate responses and calculate mean values	----------*										
27	Adjust for survey response rate	----------*										
	PHASE 3 Establishing and Applying Criteria											
33	Parents'Expectation Criteria											
36	Select random sample	----------*										
38	Send out questionnaires	----------*										
40	Tabulate responses and calculate mean values	----------*										
40	Apply parents' criteria	----------*										
41	Agency Expectation Criteria											
43	Calculate distributions and apply agency criteria	----------*										
44	Final Rating: Strengths and Training Targets	----------*										
47	PHASE 4 Interpretation											

The Cover Letter

This is a cover letter which accompanied the questionnaire on one of Dakota's surveys.

A cover letter should address the following:

- the purpose of the survey
- the expected response date
- any identity coding
- the effect of non-responding
- who will see their responses
- how the results will be used
- the way the results will be presented.

Anonymity. We have found, as have other researchers, that most parents do not mind signing their name. We made it optional, and assigned an identifying code which permitted tracking survey responses. It is important that any such code be explained.

Respondent Coding. To track those surveys which had not yet been returned, and to facilitate later analyses by client, by training site, by team, and by staff member classification, Dakota developed an identifying code for each questionnaire. The following example is explained below:

127 - 33 - 1 .

127 = Client number.

33 = first digit is the Site number (for Dakota 1 - 7), second digit is the Team number (1 - 3).

1 = classification of the staff member who has the primary responsibility for the family:

1 = teacher,

2 = occupational therapist,

3 = speech therapist.

DAKOTA

February 16, 1987

Dear Parents:

We wish to know how satisfied you are with the services of Dakota, Inc. Your responses to the attached survey will help us to evaluate our services to you and your child. Please complete the questionnaire and return it to the main office by Friday, March 6th. An envelope is provided for you.

The survey is coded for use by the Director of Evaluation so that your responses can be matched with the kinds of service you are receiving (eg. home visit, in-center, community based etc.). This will give us the best understanding of how satisfied families are with the different services we provide. You may choose whether you wish to sign your name but it is important to know that your responses will not be shared individually with anyone. Your responses will be combined with responses from other parents; teams will receive a summary of the feedback provided by a group of parents.

The Parent Satisfaction Survey is intended to be an easy and effective means of getting your input in evaluating services and guiding future decisions. Results will be shared in the Dakota Challenge - watch for them or contact me if you're interested in more information.

Your comments are invited. Your time and willingness to complete the survey are very much appreciated. Thank you!

Sincerely,

DAKOTA, INC.

Jean Mendenhall
Director of Training and Evaluation

PS: Your response counts! We need 100 percent of surveys completed for results to be most valid.

JM:al
0177J

Families With More Than One Child receiving services are not uncommon. In these cases, parents fill out a separate survey for each child. This method reflects the added emphasis on parent satisfaction which we felt was important when parents were coping with more than one special needs child.

Non-Readers. Staff who know of parents who are non-readers or who otherwise have difficulty reading, can suggest to these parents that a friend or a family member can help them to complete the survey or that the office staff are available to give the survey over the telephone.

Follow-up

To boost your response rate you'll need to contact those parents who haven't answered. Two methods are used: first, letters with a new copy of the questionnaire are sent out; then, follow-up phone calls are made.

In Phase 1 of the timetable (p.15), you will note the allowance of three weeks between the initial questionnaire mailing and the follow-up letter, and then two more weeks until the follow-up calls are made. The literature on conducting successful mail surveys recommends these intervals .

The importance of getting more than 70% of your parents to respond is discussed on page 27.

DAKOTA

March 16, 1987

Dear

At the risk of being pesky I am sending you another copy of the Parent Satisfaction Survey with my sincere request that you take a few minutes to complete it. Our goal is to hear from all families served by Dakota's Early Intervention staff. Your response is important: if a family does not respond to the survey, the team's overall score is lowered. You can help provide us with valuable guidance in planning services for the future. Your responses will remain confidential.

Please take the time to complete the survey TODAY and return it to me in the enclosed envelope. Thank you!

Sincerely,

DAKOTA, INC.

Jean Mendenhall
Director of Training and Evaluation

JM:sf

Enc.

P.S. Surveys that are not returned and items that are left blank both have a negative effect on survey scores. However, if you choose not to complete the survey, please return the blank form so we will be aware of your decision.

0237J

Letters. As surveys are returned, use the identification codes to check them off your master list. Send a second "wave" of letters to those who did not respond. There's an example of a follow-up letter on page 19. It's important to mention in this letter that when a family does not respond to the survey, the non-reply is treated as a negative response and it lowers the overall score.

Again, keep a record of the surveys returned from the second wave. A third effort is made by phone.

Phone calls. The phone call reminder is made 2 weeks after the follow-up letter. It can be a standardized, clerical procedure, as shown below. To help some families (like the non-readers) you might volunteer to fill out a survey form over the phone.

Instructions to Persons Making Phone Calls to Parents

First, identify yourself as from Dakota, Inc. Then say -

1. I'm calling to ask you about the Parent Satisfaction Survey which was mailed to you in (month). Do you recall getting it in the mail? (pink, with self-addressed, stamped envelope)

2. We value the information/feedback that only you can provide. Is there something we can do to encourage or assist you in completing the survey?

3. Do you plan to return your survey?

4. We're holding any analysis until all the surveys are received. How soon can you get it to us?

Record calls completed on the Master List.

Keep a list of parents willing to do the survey by phone. Ask when is a good time to call. Say you will call at their convenience.

PHASE 2

CALCULATING RESULTS

Tabulating Responses

Summarizing the results of the questionnaires is the next step in the parent survey procedure. Once this is done, an average score for each question is calculated. These average scores are the basic output of the survey.

Parent Survey Results

Use this form for summarizing the results of the questionnaires and calculating the average scores.

1. From each questionnaire, enter the response to each question in the appropriate response column using a slash mark.

2. When all of the questionnaires have been tabulated, add the marks in each box and write in the sum. Then, for each question, add these numbers and write the sum in the TOTAL RSPNS (total responses) column. This tells you how many people answered each question.

3. To calculate the score for each question, multiply the number of marks in each box by its column value (e.g. Agree=3) and enter the results in the SCORES column, as shown. Add these scores and write the sum in the TOTAL SCORE column.

4. Divide the TOTAL SCORE by the TOTAL RSPNS to calculate the AVG SCORE (average score) for each question.

You may want to calculate an average score for each program goal. Goal averages are very useful in general descriptions of survey outcomes (for a report to your Advisory Board, for example). To do this, sum the averages for each question in the goal and divide by the number of questions in that goal. See the example in Appendix A.

PARENT SURVEY RESULTS

GOAL	Q	STRNG DISAG (SD=1)	DISAG (D=2)	AGREE (A=3)	STRONG AGREE (SA=4)	TOTAL RSPNS	SCORES SD+D+A+SA	TOTAL SCORE	AVG. SCORE
I									
	1			5	18	23	15+72	87	3.78
	2			6	17	23	18+68	86	3.74
	3			9	11	20	27+44	71	3.55
	4			8	15	23	24+60	84	3.65
	5		1	10	11	22	2+30+44	76	3.45
	6		1	11	9	21	2+33+36	71	3.38
	7			7	15	22	21+60	81	3.68
	8		1	11	9	21	2+33+36	71	3.68
	9			8	15	23	24+60	84	3.65
	10			9	14	23	27+56	83	3.61
	11			10	13	23	30+52	82	3.57
II									
	1		1	10	10	21	2+30+40	72	3.43
	2		1	7	14	22	2+21+56	79	3.59
	3		2	7	11	20	4+21+44	69	3.45
	4		1	11	9	21	2+33+36	71	3.38
	5			9	13	22	27+52	79	3.59
	6			12	10	22	36+40	76	3.45
	7		2	12	7	21	4+36+28	68	3.24
	8		2	10	9	21	4+30+36	70	3.33
	9			10	12	22	30+48	78	3.55
	10			15	5	20	45+20	65	3.25
III									
	1		3	13	7	23	6+39+28	73	3.17
	2		3	11	8	22	6+33+32	71	3.23
	3		3	14	6	23	6+42+24	72	3.13
	4		2	13	6	21	4+39+24	67	3.19
IV									
	1		1	12	8	21	2+36+32	70	3.33
	2			9	7	16	27+28	55	3.44
	3		2	10	6	18	4+30+24	58	3.22
	4		2	8	11	21	4+24+44	72	3.43
	5		4	13	5	22	8+39+20	67	3.05
V									
	1		4	11	7	22	8+33+28	69	3.14
	2	1	10	4	5	20	1+20+12+20	53	2.65
	3		2	6	4	12	4+18+16	38	3.17
	4		2	6	8	16	4+18+32	54	3.38
	5		6	6	4	16	12+18+16	46	2.88
	6		3	9	4	16	6+27+16	49	3.06
	7			12	9	21	36+36	72	3.43

Summary Page Entries

The Summary page (facing) is used for data collection, calculations, and ultimately in the presentation of survey results.

The Average Scores and the Total Responses are entered on the Summary page under the BASIC RESULTS heading (Col.3 and Col.4).

SUMMARY

GOAL O	BASIC RESULTS AVG SCOR (3)	BASIC RESULTS TTL RSPN (4)	RESPONSE ADJ RSPN % (5)	CHNG (6)	ADJ SCOR (7)	PARNT > EXPCT.2 (8)	(9)	AGENCY CRITERIA TEST STRNG DISAG n (10)	% (11)	SD+D DISAG n (12)	% (13)	Cum % (14)	STRNG AGREE n (15)	% (16)	RATNG (17)	FINAL RATING PS (18)	TT (19)
I																	
1	3.78	23															
2	3.74	23															
3	3.55	20															
4	3.45	23															
5	3.45	22															

Other items from the Parent Survey which should be entered at this time are the number of responses in each box for the Strongly Disagree, Disagree, and Strongly Agree answers. These are entered in the appropriate "n" columns (10,12,15) under the AGENCY CRITERIA TEST heading (discussed later). Note: Be Careful! the "Agree" responses are not used in this test.

SUMMARY

GOAL O	BASIC RESULTS AVG SCOR (3)	BASIC RESULTS TTL RSPN (4)	RESPONSE ADJ RSPN % (5)	CHNG (6)	ADJ SCOR (7)	PARNT > EXPCT.2 (8)	(9)	AGENCY CRITERIA TEST STRNG DISAG n (10)	% (11)	SD+D DISAG n (12)	% (13)	Cum % (14)	STRNG AGREE n (15)	% (16)	RATNG (17)	FINAL RATING PS (18)	TT (19)
I																	
1								-		-			18				
2								-		-			17				
3								-		-			11				
4								-		-			15				
5								-		1			11				
6								-		1			9				

Also, in the "Expected Responses" space at the bottom of the page, enter the total number of questionnaires sent out.

Expected Responses = 27 (Number of questionnaires sent out.)

SUMMARY

GOAL	O	BASIC RESULTS AVG SCOR	BASIC RESULTS TTL RSPN	RESPONSE ADJ RSPN %	RESPONSE ADJ CHNG	RESPONSE ADJ ADJ SCOR	PARNT EXPCT.	> 2	AGENCY CRITERIA TEST STRNG DISAG n	STRNG DISAG %	DISAG n	DISAG %	SD+D Cum %	STRNG AGREE n	STRNG AGREE %	RATNG	FINAL RATING PS	FINAL RATING TT
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
I																		
	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
	11																	
II																		
	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
III																		
	1																	
	2																	
	3																	
	4																	
IV																		
	1																	
	2																	
	3																	
	4																	
	5																	
V																		
	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	

Expected Responses =_____ (Number of questionnaires sent out.)

SURVEY RESPONSE RATE

There is a curious thing about surveys: the longer people wait to respond, the lower, or more neutral, their satisfaction ratings. Researchers have analyzed responses by the date of return and they have found that when less than 70% of the sample respond, their scores are biased on the high side.

The following table provides guidelines for adjusting the average scores for lower response rates. (See References: Daniel, W.W., 1975.)

If the RESPONSE RATE is	Reduce the AVERAGE SCORE by
70% or more	No Change
65 - 69%	.10
60 - 64%	.20
55 - 59%	.30
50 - 54%	.40
45 - 49%	.50
40 - 44%	.60

If, for example, the response rate is 50% and the average score is 3.20 for a question, the score would probably have been closer to 2.80 if the response rate had been 70%. These adjustments are based on Dakota's experience and they are supported by the figures of other researchers.

The application of the survey response rate factor is shown in the RESPONSE ADJUSTMENT section of the Summary sheet.

Response Adjustment

As we noted above, if less than 70% of the families answer a question, the average score may represent only the more satisfied parents. To identify the average scores which need to be adjusted, we must calculate the response rate.

$$\text{RSPNS \%} = \frac{\text{Total Responses}}{\text{Expected Responses}} \times 100$$

1. On the Summary form, the data for the average score (AVG SCOR) and total response (TTL RSPN) columns (3 & 4) were entered earlier from the PARENT SURVEY RESULTS. The Expected Responses number is at the bottom of the page. (In the example, 27.)

2. The response percentage (RSPN %), column 5, is calculated using the formula above.

   Simplification note: Since we are only concerned with those questions where the TTL RSPN provides a RSPN % which is less than 70%, multiply the Expected Responses by 0.70 to find the breakpoint. In the example, the

   Breakpoint = 27 x .70 = 18.9 ,

   which means the Response Adjustment will only be applied to those questions where the TTL RSPN is 18, or less.

SUMMARY

GOAL Q	BASIC RESULTS AVG SCOR	BASIC RESULTS TTL RSPN	RESPONSE ADJ RSPN %	CHNG	ADJ SCOR	PARNT EXPCT.2	>	AGENCY CRITERIA TEST STRNG DISAG n	STRNG DISAG %	SD+D DISAG Cum %	STRNG AGREE n	STRNG AGREE %	RATNG	FINAL RATING PS	FINAL RATING TT
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
V																	
1	3.14	22															
2	2.65	20															
3	3.17	12	44														
4	3.38	16	59														
5	2.88	16	59														
6	3.06	16	59														
7	3.43	21															

Expected Responses = 27 (Number of questionnaires sent out.)

3. The amount of the reduction in the average score is found in the response adjustment chart, page 27. It is entered in the "Change" (CHNG) column 6.

4. Subtracting the amount of change from the average score provides the entry in the adjusted score (ADJ SCOR) column 7.

SUMMARY

GOAL	BASIC RESULTS AVG SCOR	BASIC RESULTS TTL RSPN	RESPONSE ADJ RSPN %	RESPONSE ADJ CHNG	RESPONSE ADJ ADJ SCOR	PARNT EXPCT.	> 2	AGENCY CRITERIA TEST STRNG DISAG n	STRNG DISAG %	SD+D DISAG Cum %	STRNG AGREE n	STRNG AGREE %	RATNG	FINAL RATING PS	FINAL RATING TT
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
V																	
1	3.14	22															
2	2.65	20															
3	3.17	12	44	.60	2.57												
4	3.38	16	59	.30	3.08												
5	2.88	16	59	.30	2.58												
6	3.06	16	59	.30	2.76												
7	3.43	21															

Expected Responses = 27 (Number of questionnaires sent out.)

PHASE 3

ESTABLISHING AND APPLYING CRITERIA

Criteria: What Do the Scores Mean?

Once the average scores have been calculated, the question is "What do they mean?". On our four-point scale, a score of 3.2 is a positive result, but how good is it? Does a score of 2.8 mean that the majority of the parents are not satisfied?

Dakota has developed evaluation procedures which provide criteria for interpreting survey results on two levels:

Part A - The Parents' Expectations
- ideally, what do the parents value?

Part B - The Agency's Expectations
- to what degree do we expect the program to be satisfactory to most of the families?

The following sections are devoted to a discussion of these procedures.

PART A

The Parents' Expectation Criteria

A separate survey is required to develop the Parents' Expectation Criteria. It uses the same questionnaire format as the general survey. Parents are asked to rate each question on the basis of "How important is it?" Possible responses are: "not important at all", "little importance", "it is important", "very important". (See the example of this survey on page 35.) In scoring, the four-point scale is used, as before, and the same procedures described in the previous section are used to calculate an average score for each question. These averages are called the "Parents' Expectations".

Dakota has made the parents' expectation survey an extension of the overall parents' satisfaction process each year. You have the option to

- follow the instructions, below, and do your own parents' expectation survey, or ;

- use Dakota's parents'expectation survey results (Col.8 of the Summary, p.45), which is a valid alternative. It will save you at least a month and a lot of hard work. See Appendix C on this subject.

When to Conduct the Survey (If you decide to do your own.)

Questionnaires are sent out two months after the general survey is sent out. While the expectation survey is in progress, work on the general survey and the Agency Expectation Criteria (Part B) can be completed. However, the principal reason for the separation between surveys is to define them as two distinct activities, which are conducted for different purposes.

Sampling

The Parents' Expectation data is developed from a random sample of the total number of families. This sample needs to be selected so that it is likely that it represents the views of everyone. Two factors are involved: the number of families in the sample, and the selection of the families to be in the sample.

IMPORTANCE RATING

Dakota, Inc.

Response Number _____

How IMPORTANT is each item to you?

GOAL I - PROGRAM AND STAFF RESPONSIVENESS	NOT IMPT AT ALL	LITTLE IMPORTANCE	IT IS IMPT	VERY IMPT
The staff listen and respond to my concerns, questions, and ideas.	NI	LI	I	VI
In my meetings with staff (for assessments, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	NI	LI	I	VI
Although one staff member mainly serves my child, I feel that we receive the expertise of other staff.	NI	LI	I	VI
Staff give me information that is clear and useful to me.	NI	LI	I	VI
I feel the program for my child includes what is important to me.	NI	LI	I	VI
My child's program meets my child's needs.	NI	LI	I	VI
The help my child is getting is based on his/her individual needs.	NI	LI	I	VI
I am satisfied with my child's progress since beginning this program.	NI	LI	I	VI
The help I get fits into our family routines and activities.	NI	LI	I	VI
The staff respect the limits my family puts on our time and energy for our child's program.	NI	LI	I	VI
I am informed of a variety of choices for how my child could be served by Dakota (goals, strategies and services).	NI	LI	I	VI

How many? The following chart shows the minimum sample size you will need.

TOTAL NUMBER OF FAMILIES	% YOU WILL NEED	NUMBER OF RESPONDENTS YOU NEED
10	100%	10
20	68%	14
30	55%	17
40	47%	19
50	40%	20
60	34%	20
70	29%	20
80	25%	20
90	22%	20
100	20%	20

- If there are more than 100 families, then the sample should be at least 20% of the total.
- Generally, you will have to send out 30 surveys to get 20 back. Keep sending until you receive the number you need.

Who's in the sample? There is a table of random numbers on the following page which is used to facilitate the selection of things "at random". For example, to select thirty families (out of one hundred) to receive the Parents' Expectation Survey:

a. take a list of the family names numbered consecutively from 1 to 100;

b. starting at any point in the table, move down the column reading thirty 2-digit numbers, as shown; then

c. match the numbers selected with the corresponding names on the list.

Random Numbers

Line \ Col.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1 START →	10480	15011	01536	02011	81647	91646	69179	14194	62590	36207	20969	99570	91291	90700
2	22368	46573	25595	85393	30995	89198	27982	53402	93965	34995	52969	19174	39815	99595
3	24130	48360	22527	97265	76393	64809	15179	24830	49340	32081	30680	19655	63348	58629
4	42167	93093	06243	61680	07856	16376	39440	53537	71341	57004	00849	74917	97758	16379
5	37570 → END	39975	81837	16656	06121	91782	60468	81305	49684	60672	14110	06927	91263	54613
6	77921	06907	11008	42751	27756	53498	18602	70659	90655	15053	21916	81825	44394	42880
7	99562	72905	56420	69994	98872	31016	71194	18738	44013	48840	63213	21069	10634	12952
8	96301	91977	05463	07972	18876	20922	94595	56869	99014	69945	18425	84903	42508	32307
9	89579	14342	63661	10281	17453	18103	57740	84378	25331	12566	58678	44947	05585	56941
10	85475	36857	53342	53988	53060	59533	38867	62300	08158	17983	16439	11458	18593	64952
11	28918	69578	88231	33276	70997	79936	56865	05859	90106	31595	01547	85590	91610	78188
12	63553	40961	48235	03427	49626	69445	18663	72695	52180	20847	12234	90511	33703	90322
13	09429	93969	52636	92737	88974	33488	36320	17617	30015	08272	84115	27156	30613	74952
14	10365	61129	87529	85689	48237	52267	67689	93394	01511	26358	85104	20285	29975	89868
15	07119	97336	71048	08178	77233	13916	47564	81056	97735	85977	29372	74461	28551	90707
16	51085	12765	51821	51259	77452	16308	60756	92144	49442	53900	70969	63999	75661	40719
17	02368	21382	52404	60268	89368	19885	55322	44819	01188	65255	64835	44919	05944	55157
18	01011	54092	33362	94904	31273	04146	18594	29852	71585	85939	51132	01915	92747	64951
19	52162	53916	46369	58589	23216	14513	83149	98736	23495	64359	94758	17752	35156	35749
20	07956	97628	33787	09998	42698	99691	76988	15602	51851	46194	88919	19599	25625	58194
21	48663	91245	85828	14346	09172	39168	90229	94734	59193	22178	39421	61666	99994	32812
22	54164	58492	22421	74163	47979	25399	79468	29384	58151	99649	21524	15227	99999	44592
23	32639	32363	05597	24299	13363	38995	94342	28728	35899	99912	17912	94191	18299	22851
24	29334	27991	87637	87369	59731	99259	45834	15398	49557	41135	19367	97684	39188	18519
25	92488	33992	28834	97351	19731	92429	99952	91289	59991	97958	35589	89979	59729	94953

The following page shows a cover letter which accompanied the Parents' Expectation questionnaire on one of Dakota's surveys.

DAKOTA

April 20, 1987

Dear

The parent satisfaction survey that you filled out in May or early June asked you to rate how satisfied you were with our services. Thanks for doing that.

The questions on the survey came from Dakota's agency goals. We now need to learn how important each of these are to you. You can give this information by filling out this form. It has the same statements as the satisfaction survey. This time, we'd like you to check how important each item is for you. This will help us improve our services.

Check one of the four choices for each question from "very important" to "not important at all". Send the form back to me in the enclosed envelope by April 31, 1987. Feel free to make comments or to add more goals.

Thank you for your time.

Sincerely,

DAKOTA, INC.

Jean Mendenhall
Director of Evaluation

JM:sf

Enc.

0210J

Part A Results: The Parents' Expectation

As mentioned earlier, the results of the Parents' Expectation survey are summarized in the same way as in the general survey, using essentially the same form as that shown on page 23, and leading to the calculation of an average score for each question. This average score becomes the "Parents' Expectation".

The scores calculated from the Satisfaction survey data are now compared to these expectations and rated. Evaluators have found that a difference of 0.2 is meaningful. (See References: Davis, L.N., 1974). A score of 3.1 on a question in the general survey, for example, will not be rated satisfactory if the Parents' Expectation level is 3.5.

Parents' Expectation Comparison

1. Entries in the Parents Expectation (PARNT EXPT) column of the Summary page (Col.8) are taken from the results of the Parents' Expectation Survey, as shown.

2. If the average score, or the adjusted average score for a question is 0.20 or more below the Parents' Expectation score, put a check mark in the " >.2 " column (Col.9).

SUMMARY

GOAL	Q	BASIC RESULTS AVG SCOR (3)	TTL RSPN (4)	RESPONSE ADJ RSPN % (5)	CHNG (6)	ADJ SCOR (7)	PARNT EXPCT (8)	>.2 (9)	AGENCY CRITERIA TEST STRNG DISAG n (10)	% (11)	DISAG n (12)	% (13)	SD+D Cum % (14)	STRNG AGREE n (15)	% (16)	RATNG (17)	FINAL RATING PS (18)	TT (19)
V																		
	1	3.-					3.43	✓										
	2	3.65					2.97	✓										
	3					3.57	2.40	✓										
	4					3.35	3.10											
	5					2.56	3.03	✓										
	6					2.76	3.13	✓										
	7	3.45					3.60											

Expected Responses = _____ (Number of questionnaires sent out.)

PART B
Agency Expectation Criteria

The Parents' Expectation score is based on a comparison of average values only. This exposes us to some hazard because an important dimension is missing: the distribution of the responses - how many people checked each response?

Consider the following two distributions which have the same average (mean) score.

	NUMBER OF RESPONSES *						
	STRONG DISAGREE (SD=1)	DISAGREE (D=2)	AGREE (A=3)	STRONG AGREE (SA=4)	TOTAL RSPNS	TOTAL SCORE	AVG. SCORE
CASE A	1	8	91	0	100	290	2.90
CASE B	1	36	35	28	100	290	2.90

*Since the Total Responses = 100, the individual response numbers convert readily to the same number of percentage points.

If the Parents' Expectation is 2.90, then we are meeting this standard in both cases. However, in Case A, no parent expresses high satisfaction; and in Case B, 37% of the parents are not satisfied with the service they are receiving. The distribution of responses is information which is critical if our goal is to identify program areas needing improvement. This information is lost if only the mean is used in comparing outcomes.

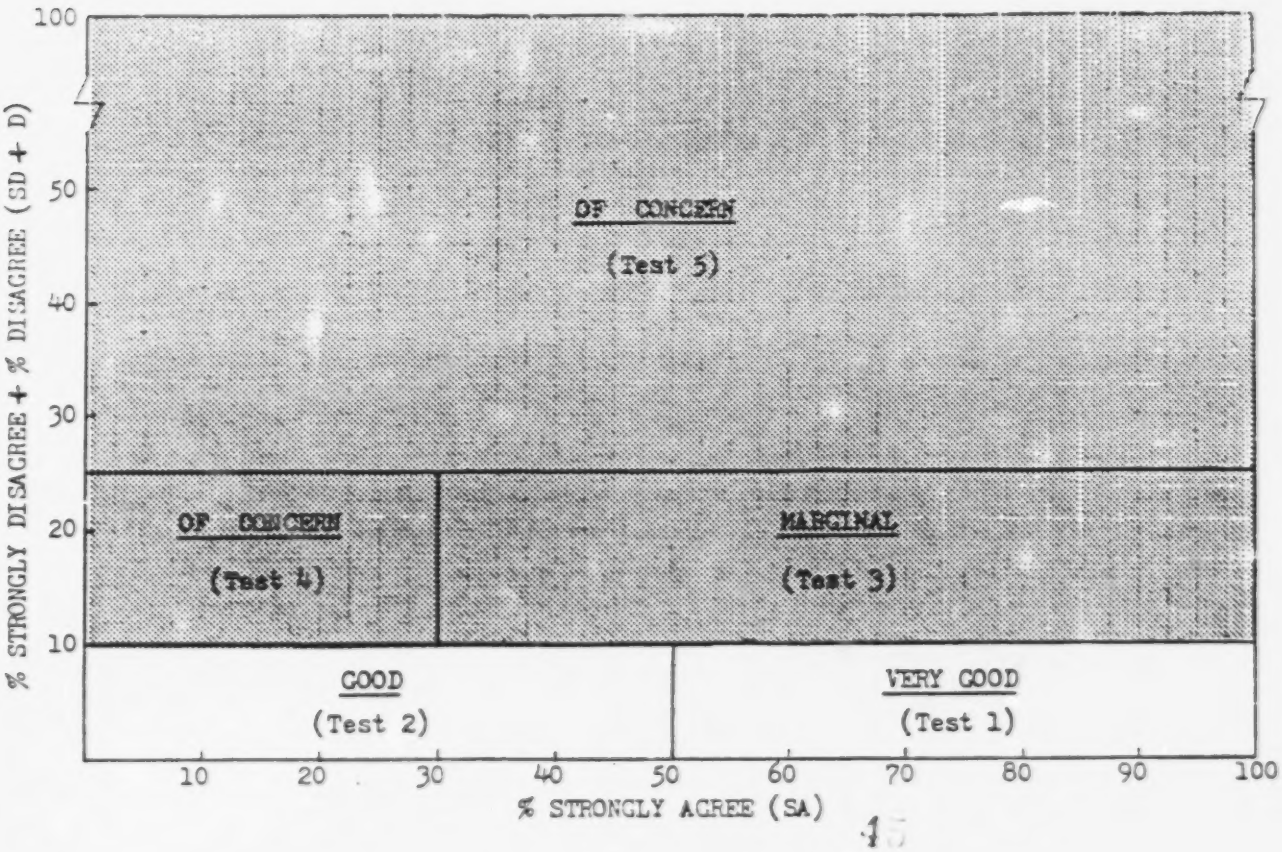
The Agency Criteria test addresses this problem. It uses combinations of the distributions of responses for Strongly Disagree (SD), Disagree (D), and Strongly Agree (SA) to provide a performance rating for each question, as shown below in tabular and graphic form. Note: This test does not use the "Agree" rating, which is regarded as neither strength nor weakness.

TEST	CRITERIA TABLE			RATING
1	If SD+D = 10% or less,	and	SA = 50% or more	Very Good
2	If SD+D = 10% or less,	and	SA = less than 50%	Good
3	If SD+D = 11% to 25%	and	SA = 30% or more	Marginal
4	If SD+D = 11% to 25%	and	SA = less than 30%	Of Concern
5	If SD+D = 26% or more			Of Concern

Using these criteria:
Case A (SD+D=9% & SA=0%) would be rated "Good" (test 2); and,
Case B (SD+D=37%) would be rated "Of Concern" (test 5).

CRITERIA GRAPH

This graph provides a quick reference to the Agency Criteria, above. It shows that initially the "SD+D" score determines the rating level as either a program strength or a weakness (shaded area); then, the degree of strength or weakness is determined by the "SA" score.



The procedures for calculating the distribution percentages and applying the Agency Criteria are described in the next section.

Agency Criteria Test

1. On the Summary page, the "n" values for the STRONG DISAGREE, DISAGREE, and STRONG AGREE columns are taken directly from the PARENT SURVEY RESULTS page (you've probably entered them in Col.10, 12, 15 already).

2. Each "n" value is divided by its corresponding total response value (TOTAL RSPNS, Col.4) and then multiplied by 100 to calculate the distribution percentage (%) for each column (Col.11, 13, 16).

   If there are entries in both Col.11 and 13, add them and enter the "Cumulative %" in Col.14.

(Goal I, Q1)	STRONGLY AGREE	=	18/23 x 100 = 78%
(Goal V, Q2)	STRONGLY DISAGREE	=	1/20 x 100 = 5%
	DISAGREE	=	10/20 x 100 = 50%
	SD+D	=	55%
	STRONGLY AGREE	=	5/20 x 100 = 25%

3. Apply the agency criteria to determine the performance rating.

			RATING
(Goal I, Q1)	SD+D = 0	and SA = 78%	Very Good (VG)
(Goal V, Q2)	SD+D = 55%	and SA = 25%	Of Concern (OC)

SUMMARY

GOAL	Q	BASIC RESULTS AVG SCOR (3)	BASIC RESULTS TTL RSPN (4)	RESPONSE ADJ RSPN % (5)	RESPONSE ADJ CHNG (6)	RESPONSE ADJ ADJ SCOR (7)	RESPONSE ADJ PARNT EXPCT.2 (8)	RESPONSE ADJ > (9)	AGENCY CRITERIA TEST STRNG DISAG n (10)	STRNG DISAG % (11)	SD+D DISAG n (12)	SD+D DISAG % (13)	SD+D Cum % (14)	STRNG AGREE n (15)	STRNG AGREE % (16)	AGENCY CRITERIA TEST RATNG (17)	FINAL RATING PS (18)	FINAL RATING TT (19)
V																		
	1		22								4	18		7	32	M		
	2		20						1	5	10	50	55	5	25	OC		
	3		12								2	17		4	33	M		
	4		16								2	13		6	50	M		
	5		16								6	38		4	25	OC		
	6		16								3	19		4	25	OC		
	7		21											9	43	G		

Expected Responses = _____ (Number of questionnaires sent out.)

Final Rating

For each question, we now have on the Summary page (p. 45):

1. Col.3 - the Basic Average Score ;

2. Col.7 - the Adjusted Average Score, applicable when the parents' response rate to the question fell below 70% ;

3. Col.8 - the Parents' Expectation average score ;

4. Col.9 - a check mark, showing when the Basic Average Score, or the Adjusted Average Score, is less than the Parents' Expectation average score by at least .20 ;

5. Col.17 - the Agency Criteria rating, which is based on the number of "strong disagree", "disagree", and "strong agree" responses.

The Agency Criteria rating is the final rating, except for those questions which did not meet the Parents' Expectation test (check mark). Lower the rating on these questions by one grade. For example, in Goal I, question 6, change the Agency Criteria rating of "Good" to a final rating of "Marginal".

1. Enter all Very Good (VG) and Good (G) ratings in Col.18, to identify them as Program Strengths (PS).

2. Enter all Marginal (M) and Of Concern (OC) ratings in Col.19, to identify them as Training Targets (TT).

This completes the calculations and ratings (Congratulations!). Now you are ready to attach meanings to the scores and look for patterns. In the next section we'll examine how the Program Strengths and Training Targets are used to develop a comprehensive evaluation of your program.

SUMMARY

GOAL	O	BASIC RESULTS AVG SCOR 3	BASIC RESULTS TTL RSPN 4	RESPONSE ADJ RSPN % 5	RESPONSE ADJ CHNG 6	RESPONSE ADJ ADJ SCOR 7	PARNT EXPCT 8	> 2 9	AGENCY CRITERIA TEST STRNG DISAG n 10	STRNG DISAG % 11	DISAG n 12	DISAG % 13	SD+D Cum % 14	STRNG AGREE n 15	STRNG AGREE % 16	RATNG 17	FINAL RATING PS 18	FINAL RATING TT 19
I																		
	1	3.78	23				3.90							18	78	VG	VG	
	2	3.74	23				3.57							17	74	VG	VG	
	3	3.55	20				3.43							11	55	VG	VG	
	4	3.65	23				3.70							15	65	VG	VG	
	5	3.45	22				3.47				1	5		11	50	VG	VG	
	6	3.38	21				3.87	✓			1	5		9	43	G		M
	7	3.68	22				3.83							15	68	VG	VG	
	8	3.38	21				3.63	✓			1	5		9	43	G		M
	9	3.65	23				3.43							15	65	VG	VG	
	10	3.61	23				3.50							14	61	VG	VG	
	11	3.57	23				3.40							13	57	VG	VG	
II																		
	1	3.43	21				3.63	✓			1	5		10	48	G		M
	2	3.59	22				3.77				1	5		14	64	VG	VG	
	3	3.45	20				3.60				2	10		11	55	VG	VG	
	4	3.39	21				3.67	✓			1	5		9	43	G		M
	5	3.59	22				3.63							13	59	VG	VG	
	6	3.45	22				3.63							10	45	G	G	
	7	3.24	21				3.70	✓			2	10		7	33	G		M
	8	3.33	21				3.67	✓			2	10		9	43	G		M
	9	3.55	22				3.60							12	55	VG	VG	
	10	3.25	20				3.47	✓						5	25	G		M
III																		
	1	3.17	23				3.40	✓			3	13		7	30	M		OC
	2	3.23	22				3.27				3	13		8	36	M		M
	3	3.13	23				3.43	✓			3	13		6	26	OC		OC
	4	3.19	21				3.55	✓			2	10		6	29	G		M
IV																		
	1	3.33	21				3.40				1	5		8	38	G	G	
	2	3.44	16	59	.30	3.14	3.53	✓						7	44	G		M
	3	3.22	18	67	.10	3.12	3.43	✓			2	11		6	33	M		OC
	4	3.43	21				3.33				2	10		11	52	VG	VG	
	5	3.05	22				3.46	✓			4	18		5	23	OC		OC
V																		
	1	3.14	22				3.43	✓			4	18		7	32	M		OC
	2	2.65	20				2.97	✓	1	5	10	50	55	5	25	OC		OC
	3	3.17	12	44	.60	2.57	2.90	✓			2	17		4	33	M		OC
	4	3.38	16	59	.30	3.08	3.10				2	13		8	50	M		M
	5	2.88	16	59	.30	2.58	3.03	✓			6	38		4	25	OC		OC
	6	3.06	16	59	.30	2.76	3.13	✓			3	19		4	25	OC		OC
	7	3.43	21				3.60							9	43	G	G	

Expected Responses = 27 (Number of questionnaires sent out.)

PHASE IV

INTERPRETATION

Interpretation

It is easiest to see the big picture by transferring the final ratings from the Summary page to the Program Evaluation Report, which was designed for this purpose (see pp.11, 12).

The interpretation of the ratings for the questions within each goal are discussed below.

GOAL I PROGRAM AND STAFF RESPONSIVENESS

1	Staff listen and respond to my concerns	VG
2	I am an active team member, not just a listener	VG
3	We receive the expertise of other staff	VG
4	Staff give clear, useful information	VG
5	My child's program includes what is important to me	VG
7	The program is based on individual needs	VG
9	The programming fits our family routine	VG
10	The staff respect our family limits of energy and time	VG
11	I've been given choices of service options	VG
6	My child's program meets my child's needs	M
8	I am satisfied with my child's progress	M

This program is doing an extremely thorough job in collaborating with parents and in being responsive to child and family needs and priorities. The two questions receiving Marginal ratings were identified by Parents' Expectations, and they are critical "outcome questions". It is important that we understand why program performance is not meeting the parents' expectations. Looking closely at clusters of questions and responses can provide clues.

GOAL II GROWTH IN KNOWLEDGE AND SKILLS FOR HELPING THE CHILD

2	I've learned about helping my child	VG
3	I enjoy my child more	VG
5	I see how ordinary activities are part of development	VG
6	I feel more confident about helping my child	G
9	My child's strengths and needs are discussed	VG
1	I am able to see what my child is learning	M
4	I know what my child needs to learn	M
7	I am aware of how to help my child's development	M
8	I have a clearer picture of my child's special needs	M
10	I know more about how to set goals for my child	M

These are "process questions" and on half of them the staff is doing very well. The "Marginal" ratings continue a pattern started in Goal I: parents think their collaboration with staff is not fully preparing them to know and work with their child.

GOAL III GROWTH IN UNDERSTANDING NORMAL DEVELOPMENT & BEHAVIOR

1	I value my child's time with normal children	OC
2	I am aware of how my child is like normal children	M
3	I've learned ways to get my child to cooperate	OC
4	I've gotten help handling my child's behavior	M

Each of these questions identifies aspects of processes which should be happening - but aren't. They probably answer the "why" of the Marginal ratings of the first two Goals. The programming may well be focusing so much on the children's special needs - as found on developmental check lists - that parents do not raise questions on the functional elements of home life; eating, bedtime, shopping trips. These are all elements which every parent must deal with, but the parents of special children, often lacking contact with normally developing children, may not recognize typical behavior.

GOAL IV UTILIZATION OF COMMUNITY RESOURCES

1 I know about other community resources for my child/family___G
4 Satisfactory communication between staff & other services___VG

2 Staff helps me when I need to know about other resources_____M
3 I have greater contact with community services/programs_____OC
5 I am able to get information important to my child/family_____M

Communication is the strong positive in this set of questions, with a 'good' rating for knowing about community resources. But, the parents are also saying that they want to be more in touch with community resources. In other words, they want the benefits of interagency collaboration. It is likely that the thrust of the program is on staff direct service to children, which does not provide sufficient emphasis on community and peer contact.

GOAL V BUILDING A SUPPORT SYSTEM

7 Staff will help when family/friends have concerns_____G

1 My partner/family are more involved with my child_____OC
[illegible] More people are helping me with my child_____OC
[illegible] Staff helped people I know to be more understanding_____OC
4 Staff helped me get to know other caring people_____M
[illegible] I've gotten support from other parents_____OC
[illegible] I feel less alone as parent of my child_____OC

It is only recently that research has recognized the importance of a strong family support system in programming for children with special needs. These ratings again support the need for collaborating with agencies and people which can add this dimension to the program. Realigning staff priorities to include a focus on family support may also be indicated. For example, the staff can work with parents to identify those activities for their child which can be carried out by siblings, grandparents, friends, and children in the neighborhood.

AND IN CONCLUSION ----------

The actions which comprise the Dakota Parent Satisfaction Survey (PSS) are now complete. In this booklet we have explained

- How to conduct your own Parent Satisfaction Survey, including a sample questionnaire;
- How to calculate results;
- How to establish and apply evaluative criteria to identify program strengths and weaknesses (training targets); and
- How to develop a broad interpretation of the training targets into overall goals for achievement.

The Project Dakota Parent Satisfaction Survey has been enormously valuable at Dakota, Inc. for portraying program competence and guiding program improvement. We hope that your experience will be as rewarding. Should you have questions or comments about this tool and/or this manual please feel free to call or write:

Project Dakota Outreach
Dakota, Inc.
680 O'Neill Drive
Eagan, MN 55121

(612)-455-2335

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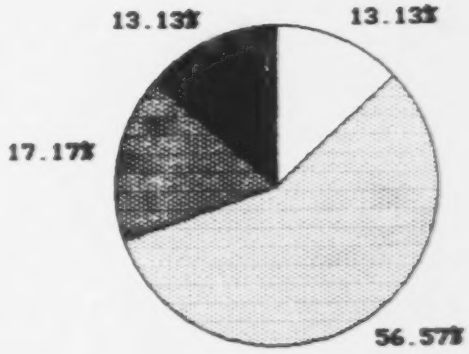
Appendix A

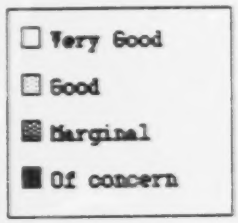
Samples of Using Goal Averages for Parent and Board Reports

PSS Strengths and Weaknesses in the Past Three Years

This data combines results from seven different programs administered by Dakota, Inc. These programs have the same goals and administration.

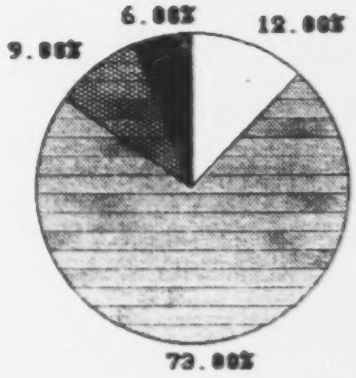
1985





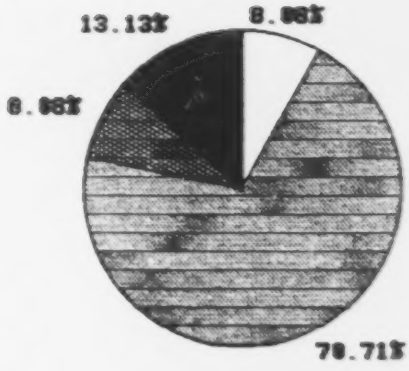
In 1985 final ratings from the Parent Satisfaction Survey (PSS) identified 30% of the items as training targets.

1986



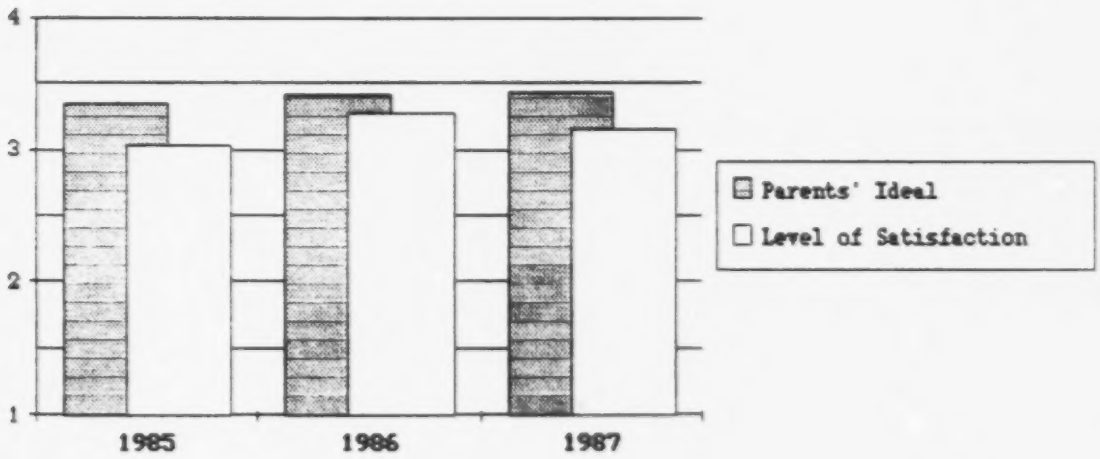
In 1986 and 1987 final ratings identified 15 %, and 21% of the PSS items as training targets. This impressive change occured despite frequent staff turnover experienced during this time.

1987



This chart compares yearly Parent Satisfaction Survey (PSS) scores from all seven programs for all questions with each year's Parent Expectation Criteria (Ideals). Parent Expectation scores were collected each year and show slight changes; see Appendix E.

Parents' Ideals and Levels of Satisfaction



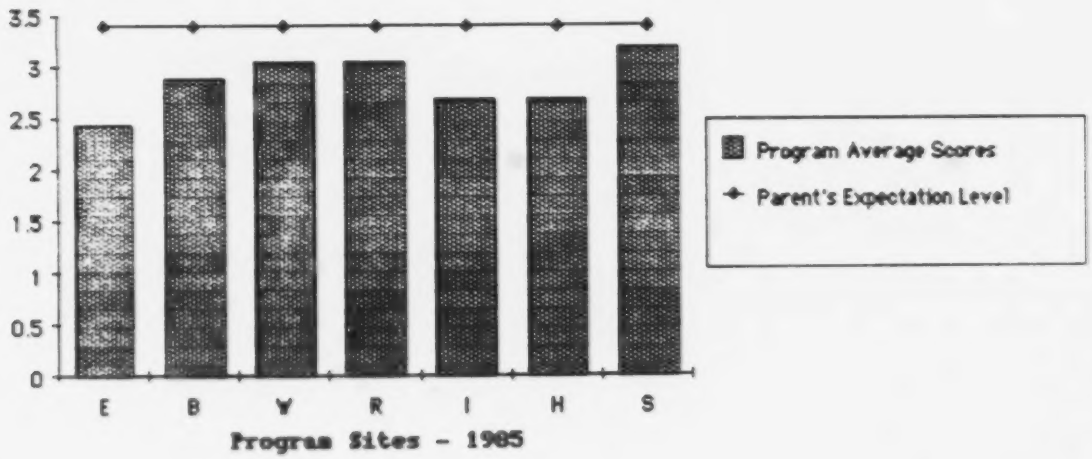
The low response rate in 1985 (62.5%) can be assumed to provide a positively biased sample. 1986 and 1987 data, despite much higher response rates (78.8%, 82.2%), demonstrate the agency's firm commitment to specific goals and the implementation of a targeted and structured inservice training program.

Excerpt from the 1985 report to the Board of Directors:

"The composite averages show that agency programs came close to meeting parents expectations but ratings from strong programs mask the problems that exist in weaker ones."

By comparing this chart with the previous one it can be seen how between-program differences are masked by a composite score. The between-program differences on this goal were statistically significant in 1985 and 1986.

Goal III
Understanding Normal Behavior and Problems



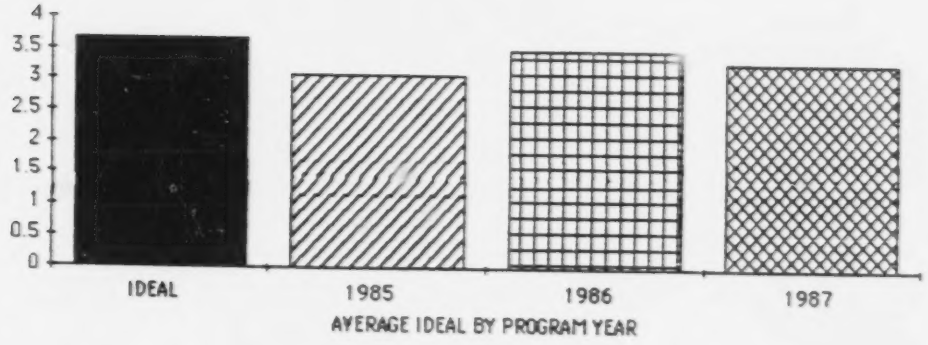
Excerpt from the 1985 report to the Board of Directors:

Goal III Normal Behavior and Problems.

"There is over half a scale point difference between the composite agency rating (avg. 2.3 from 128 replies) and the parents' importance ratings (avg. 3.4) with regard to learning about normal behavior. Agency programs are NOT meeting parents' expectations with regard to the "normal" aspects of their child and his/her behavior. Agency staff may be too focused on the "special" to the detriment of "normal".

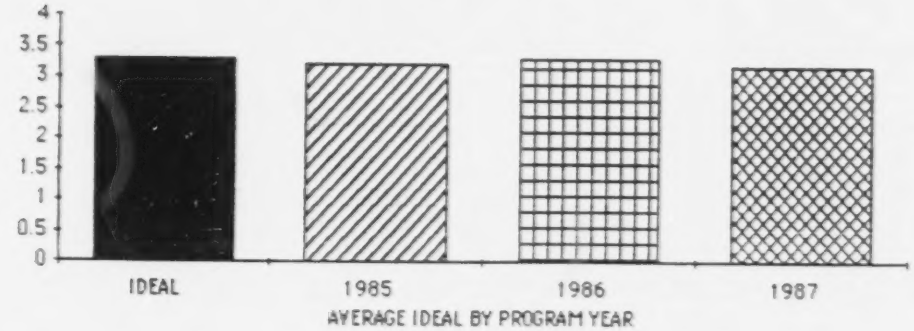
It was not previously thought that parents of handicapped children placed high value on this knowledge. It is apparent that ... it is highly valued by parents."

GOAL I
PROGRAM AND STAFF
RESPONSIVENESS



AVERAGE IDEAL BY PROGRAM YEAR

GOAL II
PARENTS' GROWTH IN KNOWLEDGE
AND SKILL TO HELP THEIR CHILD

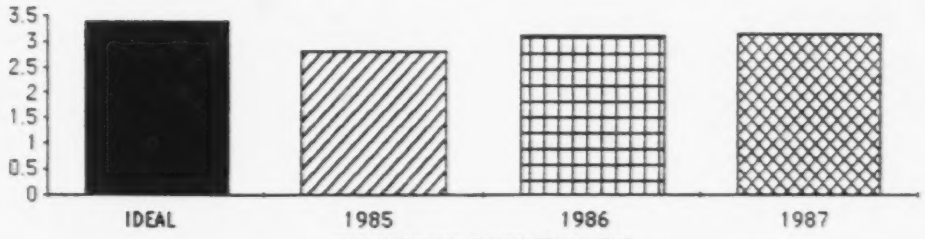


AVERAGE IDEAL BY PROGRAM YEAR

These charts use only one set of criteria for comparison standards. They compare each year's composite agency performance (the average of all seven programs) with the pooled Parent Expectations (average of all three years). The latter are labeled IDEAL. Data is presented for each goal to highlight results of targeted training areas. Targets during 1986 were Goals III and IV in particular. Goal V was targeted in 1987. Service data from other sources validates these outcomes.

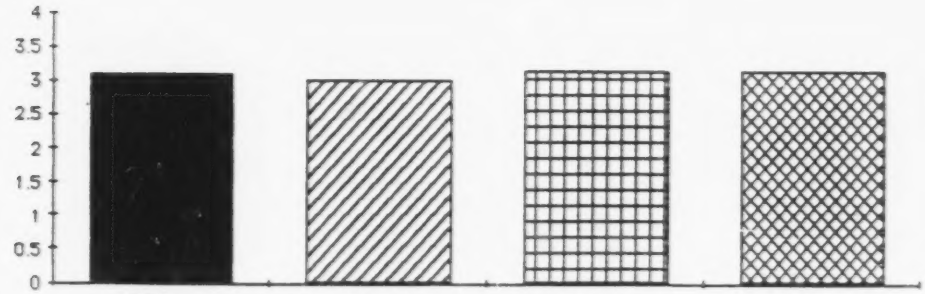
Somewhat lower agency scores are noted during 1987: During 1986 and 1987 legislation transferred portions of children served by these programs to the public schools resulting in high staff turnover. For example, from Jan. 1986 to Jan 1987 there was a 46% turnover in staff. Under these circumstances it is commendable that overall performance remained high. Other factors impacting scores are sample size and response rate.

GOAL III
PARENTS' UNDERSTANDING OF
NORMAL DEVELOPMENT AND
BEHAVIOR



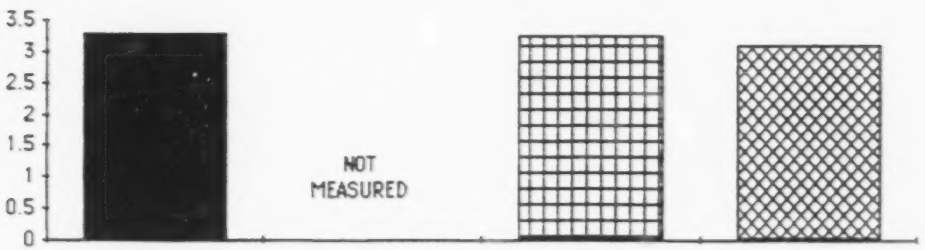
AVERAGE IDEAL BY PROGRAM YEAR

GOAL IV
USE OF COMMUNITY RESOURCES
FOR PROGRAMMING



AVERAGE IDEAL BY PROGRAM YEAR

GOAL V
EXTENSION OF THE FAMILY
SUPPORT SYSTEM



AVERAGE IDEAL BY PROGRAM YEAR

Appendix B

Sample Report to Parents

Assisting the community
and people challenged by disabilities
to live and work together.

67
Volume 8, Issue 2
August/September 1987

DAKOTA CHALLENGE
Dakota, Inc. is a private non-profit agency

How Are We Doing?

"Our teacher doesn't try to get us to do things with our son that wouldn't fit into our way of life; she includes our other children so beautifully," wrote a parent in our recent Parent Satisfaction Survey.

Dakota's early intervention services are "tailor made" to match each family's needs and priorities for their child. To measure the success of our services, we annually ask parents how we're doing through the survey. It is a structured, validated tool allowing us to learn about differences between teams and how we change from year to year.

This year, 150 parents, or 82% of families served by Dakota, answered our questions. The level of parent satisfaction remains high for 1987.

Are we responding to the family's needs and concerns?

Parents said "yes"! More than half of the parents who responded STRONGLY AGREED with the statements, "The staff listen and respond to my concerns, questions and ideas", and, "In my meetings with staff I feel I am an active member of the team and not just a listener."

"I really appreciate that staff always asks how I'm doing with all of our problems."

Are we helping parents increase their own skills in working with the child's strengths?

Half of the parents STRONGLY AGREED that "I am aware of how ordinary activities are part of my child's learning and development." More than 25% of parents DISAGREED with the statement, "I know how to set goals and strategies for my child."

Parents gave mixed responses to questions about how Dakota staff help parents build support for themselves and their family.

More parents DISAGREED THAN AGREED with the statement, "I have more friends or other children helping me help my child." Yet there was considerable AGREEMENT with the statement, "Staff are willing and able to help my family and friends when we have concerns or questions about my child."

We are grateful to the families who took the time to respond to this year's survey. This review from the perspective of our consumers is one way that we can step back and see where more tailoring is necessary and where the staff-parent partnership is working best. We do read each response carefully. And, we work to ensure that the insights we gain lead directly to improved services for families.

"I don't feel like my husband and I are in this alone any more."

"The program gave us confidence that what we were doing was on target and they gave us many suggestions and ideas of what to do to help."

Dakota offers consultation and training to other early intervention programs interested in using the Parent Satisfaction Survey. Contact: Linda Kjerland, Dakota, Inc., 680 O'Neill Drive, Eagan, MN 55121. Phone 455-2335.

Appendix C

Three Years of Dakota Parent Expectations

This booklet has described how to go about validating parents' expectations for use in evaluating the outcome of your survey of parent satisfaction. It must be emphasized that through the examination of the Parents' Expectation values and the written comments on the surveys, the agency staff more fully understood what parents wanted from their Early Intervention Program. While this is a time consuming effort it gives you a firm basis for understanding what the parents you serve value. Appendix E contains some demographic data describing Dakota's parents and validation information.

We include here three years of Dakota's Parents' Expectations (you will find them identified as IDEALS on some of the charts). By following the chart you will see how questions were added or deleted over the three years; during the second year we added a new goal; and it's questions underwent substantive wording changes the third year. Overall there was relatively little change in Parents' Expectations. Some of the changes are probably related to the addition/ deletion or rewording of questions.

Please remember that Parents' Expectations are only one of two sets of criteria to be used in combination for examining survey results. We found that the distribution of responses (Agency Criteria) yields far more relevant information than use of the standard deviation from the Expectations. It is for that reason we have listed the average standard deviation for <u>goals</u> - but not for <u>questions</u>.

PARENT EXPECTATIONS - AVERAGED BY GOAL

	1985		1986		1987		POOLED	
	n=30		n=50		n=39		N=119	
	MEAN	S.D.	MEAN	S.D.	MEAN	S.D.	IDEALS	S.D.
I PROGRAM AND STAFF RESPONSIVENESS								
GOAL I	3.63	.46	3.65	.50	3.61	.50	3.63	.49
II GROWTH IN KNOWLEDGE AND SKILL TO HELP THEIR CHILD								
GOAL II	3.32	.47	3.57	.53	3.64	.52	3.51	.51
III GROWTH IN UNDERSTANDING OF NORMAL BEHAVIOR AND PROBLEMS								
GOAL III	3.38	.63	3.27	.80	3.41	.69	3.35	.71
IV UTILIZATION OF COMMUNITY RESOURCES								
GOAL IV	3.09	.67	3.26	.78	3.43	.71	3.26	.72
V BUILDING A SUPPORT SYSTEM								
GOAL V	-	-	3.33	.76	3.17	.82	3.25	.79

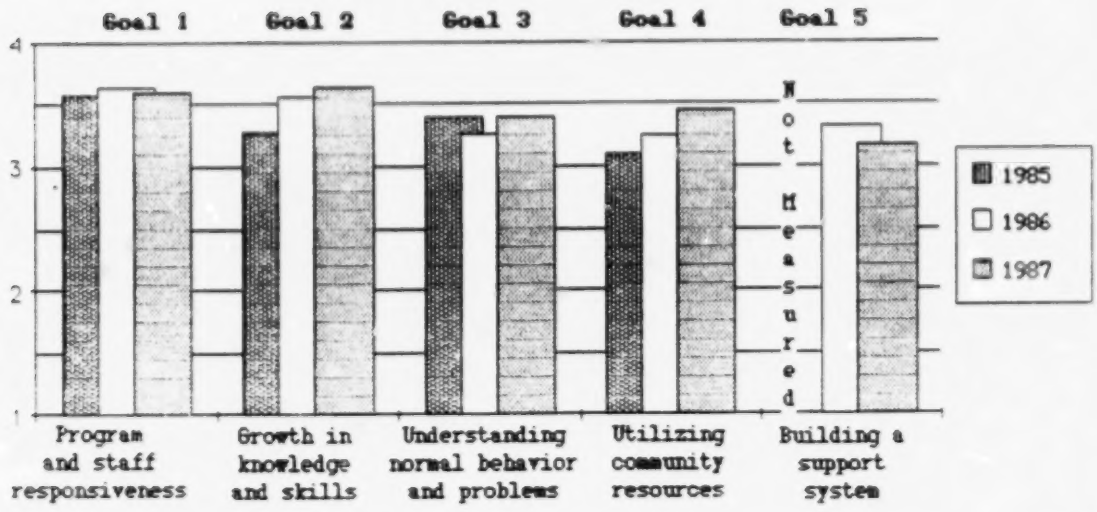
BEST COPY AVAILABLE

THREE YEARS PARENT EXPECTATIONS (IDEALS)

	1985 n=30 MEAN	1986 n=50 MEAN	1987 n=39 MEAN	POOLED N=119 IDEALS
GOAL I PROGRAM AND STAFF RESPONSIVENESS				
GOAL I	3.63	3.65	3.61	3.63
1. staff listen and respond	3.89	3.89	3.90	3.89
2. I am an active team memt	3.59	3.72	3.67	3.68
3. receive expertise of other staff	-	-	-	-
	-	3.49	3.43	3.46
4. staff give clear,useful information	-	-	-	-
	-	3.69	3.70	3.70
5. child's program includes what is important to me	-	-	-	-
	3.50	3.50	3.47	3.49
6. program meets childs need	3.61	3.81	3.87	3.76
7. help is based on individ. needs	-	-	-	-
	3.54	3.90	3.83	3.76
8. satisfied with progress	-	3.79	3.63	3.71
9. fits family routines	-	3.39	3.43	3.41
10.respects famil. limits	-	3.40	3.50	3.45
11.given choices of service	-	3.52	3.40	3.46
II GROWTH IN KNOWLEDGE AND SKILL TO HELP THEIR CHILD				
GOAL II	3.32	3.57	3.64	3.51
1. able to see what child is learning	-	-	-	-
	3.68	3.60	3.63	3.64
2. learned about helping	3.93	3.73	3.77	3.81
3. enjoy child more	-	-	3.60	3.60
* confident in deciding on goals for my child	-	-	-	-
	(3.57)	(3.60)	-	-
4. know what child needs to learn	-	-	-	-
	3.82	3.62	3.67	3.70
5. ordinary activities part of development	-	-	-	-
	3.40	3.60	3.63	3.54
6. confident about helping	3.48	3.51	3.63	3.54
7. aware how to help develop	3.54	3.61	3.70	3.62
8. picture of special needs	3.78	3.48	3.67	3.64
9. child strengths discussed	-	3.49	3.60	3.54
10.know more to set goals	3.61	3.50	3.47	3.53
* less to help family w.child	(3.36)	-	-	-
III GROWTH IN UNDERSTANDING OF NORMAL BEHAVIOR AND PROBLEMS				
GOAL III	3.38	3.27	3.41	3.35
1. give child time with normal children	-	-	-	-
	-	3.39	3.40	3.40
2. learn to be like others	3.36	3.11	3.33	3.26
3. a way to get child coopere	-	-	3.43	3.43
* ways to handle behavior	(3.39)	(3.29)	-	-
4. help handling behavior	-	3.31	3.55	3.43
IV UTILIZATION OF COMMUNITY RESOURCES				
GOAL IV	3.09	3.26	3.43	3.26
1. know more community prog	2.93	3.21	3.40	3.19
2. help when I need to know about other programs	3.25	3.29	3.53	3.36
3. greater contact with comm unity programs/services	-	3.21	3.43	3.32
4. ok communication with staff and community	-	3.29	3.33	3.31
5. able to get information	-	3.30	3.46	3.38
V BUILDING A SUPPORT SYSTEM				
GOAL V	-	3.33	3.17	3.25
* know more caring people	-	(3.41)	-	-
* more family/friends help	-	(3.20)	-	-
1. family more involved	-	3.20	3.43	3.40
2. more people helping	-	-	2.97	2.97
3. staff helped people to be more caring & undstng	-	-	2.90	2.97
4. staff helped me get to know caring people	-	-	3.10	3.10
5. support from othr parents	-	-	3.03	3.03
6. feel less alone	-	3.18	3.13	3.16
7. staff help when fam/frnds have concerns re: child	-	3.52	3.60	3.56

* indicates a question which was significantly reworded or deleted.

Changes in Parent Ideals for Each Goal Area During Three Year Period



Appendix D

Team and/or Individual Staff Performance Reports

Coding survey responses by program site, team, and facilitator (primary contact person or case manager) allows analysis of results for in-depth team and individual performance evaluation. Thus, staff training can be individualized.

All the examples on the following pages are from the 1986 Parent Satisfaction Survey (PSS). There was overall improvement in all goal areas compared to the 1985 survey, but there remained significant differences between programs, teams, and staff.

The first example shows between-program differences.

	Strong Disagree	Disagree	Agree	Strong Agree	Program Avg.	Pooled Ideal*
Goal III question 4 ...handle behavior...						
Program H	8%	33%	58%	0	2.5	3.3
Program E	11%	16%	74%	0	2.6	3.3
Goal III question 1 ...know community programs..						
Program I	0	27%	60%	13%	2.8	3.1
Program B	0	0	85%	15%	3.2	3.1

* Average of '85 & '86 Parent Ideals

The data can also identify differences between teams as well as individual staff differences within a team.

Goal III Question 4

Distribution of Parents' Responses to

"...learned to handle ... behavior"

	Strong Disagree	Disagree	Agree	Strong Agree	Team Average	Pooled Ideal*
Program I - Team 1					2.8	3.3
Teacher	0	20.0%	80.0%	0		
O.T.	0	37.5%	62.5%	0		
Sp. Lang.	0	0	100.0%	0		
Program B - Team 1					3.1	3.3
Teacher	0	0	66.7%	33.3%		
O.T.	0	33.3%	33.3%	33.3%		
Sp. Lang.	0	0	85.7%	14.3%		

* Average of '85 & '86 Parent Ideals

Cont: Performance Reports

Children's IEPs were the source of the following data. Community settings are those outside the family where the child is with normally developing peers as a part of an IEP. This data is directly relevant to parents' responses on Goal IV Community Resources and indirectly to Goal III Understanding Normal Behavior and Problems. Examples on the following pages will show the relatedness of these and other issues.

Overall agency data is given first, then the average of the three teams at that program site, each team, and each individual on each team.

This example once again uses Program I, Teams 1 & 2. Notice that while the teachers on Team 1 and Team 2 have children similar in age, their use of community program time is very different. A supervisor should also consider staff experience and children's severity levels before drawing judgments from this data.

Mean Half-Days/Wk Children Spend in Community Settings for Programming

	Avg. 1/2 days/wk	N=	Children's Avg. Age in Months
Agency as a whole	1.34	315	36.0
In Term I	1.80	69	43.7
Team 1	.57	21	
Teacher	1.00	6	43.7
O. T.	0.00	7	22.8
Sp. Lang	.75	8	36.7
Team 2	3.90	21	
Teacher	6.89	8	44.6
O. T.	3.00	8	36.0
Sp. Lang	.60	5	34.4
Team 3	1.37	27	
Teacher	.20	5	17.8
O. T.	.20	10	25.0
Sp. Lang	2.83	12	42.9

Cont: Performance Reports

When children participate in community-based programs as well as special education programs parents experience support from more people interested in helping their child. Thus use of Goal IV Using Community Resources is strongly related to Goal V Building a Support System.

This data is from the same program (Program 1) shown in the previous examples. Notice here how the teacher on Team 1 - whose cases averaged 1 half day per week programming in community settings - received much lower PSS ratings than did the teacher on Team 2 - whose same-age cases averaged nearly 7 half days per week in community settings.

Goal V - Question 2

Mean of Parents' Responses to Having "More Persons to Help With Child's Program"

	Avg.	N=	
Agency as a Whole	3.1	226	8.9% did not reply to this question
Program: 1	2.9	35	
Team 1	2.5	18	5% did not reply to to this question
Teacher	2.8	4	
O. T.	2.5	8	
Sp. Lang	2.5	6	
Team 2	3.4	17	100% response to this question
Teacher	3.7	6	
O. T.	3.3	6	
Sp. Lang	3.2	5	

Appendix E

PSS Validation Data

Demographics

Dakota, Inc. is a private nonprofit agency in Dakota County, Minnesota. It is located just south of the Twin Cities metropolitan area and includes urban, suburban, and rural areas. The early intervention programs operated by Dakota, Inc serve between 300 and 400 families having developmentally disabled children.

Family income information is not available to the agency but is known to cover a wide economic range. The model program which originated this evaluation instrument served families on public assistance to those earning up to $45,000 per year. Of the two-parent families 61.1% had incomes under $15,000; of the single parents 53.9% were on public assistance and 30.8% had incomes up to $15,000. The proportion of single parents served by the intervention program varies from year to year and between programs: for some programs it was as high as 80%, for others a low of 20%.

Expectations Data

The following table provides information essential to the validation of the Parent Expectations and their use as standards for comparison of evaluation results. For each year a minimum of 20% of the respondents provided the expectations data. Additional information on Expectations is in Appendix C.

PARENT EXPECTATIONS

	1985	1986	1987
N =	30	50	39
OVERALL MEAN	3.36	3.41	3.45
RANGE OF MEANS	2.9-3.9	3.2-3.9	3.0-3.9
MODE	3.6	3.6	3.6
AVERAGE S.D.	.56	.67	.65
RANGE OF S.D.	.18-.88	.31-.92	.31-.93

Survey Outcome Data

The following table briefly summarizes some of the voluminous data derived from three years of PSS surveys. The emphasis of this effort was to validly identify individual targets for program improvement; research per se was a secondary goal. However, statistically significant differences were found between programs in 1985 and 1986 indicating that the instrument was sensitive to between-program differences. This is an important aspect of the validation process because all seven programs shared the same goals and administration. Factor analysis on each year's results confirmed the assignment of questions to goals.

AGENCY PSS RESULTS

	1985	1986	1987
N=	128	248	149
RESPONSE RATE	62.6%	78.8%	82.2%
RESPONSE RANGE FROM SEVEN PROGRAMS	47%-77%	64%-89%	71%-96%
AGENCY-WIDE MEAN SCORE	3.03	3.28	3.45
RANGE OF S.D. IN SEVEN PROGRAMS	.31-.89	.32-1.02	.31-.90
COEFFICIENT ALPHA (INTERNAL RELIABILITY)	.95	.96	.96

Appendix F

Sample Forms, Letters, and Surveys

PARENT SURVEY RESULTS

GOAL	Q	STRNG DISAG (SD=1)	DISAG (D=2)	AGREE (A=3)	STRONG AGREE (SA=4)	TOTAL RSPNS	SCORES SD+D+A+SA	TOTAL SCORE	AVG. SCORE
I									
	1								
	2								
	3								
	4								
	5								
	6								
	7								
	8								
	9								
	10								
	11								
II									
	1								
	2								
	3								
	4								
	5								
	6								
	7								
	8								
	9								
	10								
III									
	1								
	2								
	3								
	4								
IV									
	1								
	2								
	3								
	4								
	5								
V									
	1								
	2								
	3								
	4								
	5								
	6								
	7								

SUMMARY

GOAL	O	BASIC RESULTS AVG SCOR	BASIC RESULTS TTL RSPN	RESPONSE ADJ RSPN %	RESPONSE ADJ CHNG	RESPONSE ADJ ADJ SCOR	PARNT EXPCT	> .2	AGENCY CRITERIA TEST STRNG DISAG n	STRNG DISAG %	DISAG n	DISAG %	SD+D Cum %	STRNG AGREE n	STRNG AGREE %	RATNG	FINAL RATING PS	FINAL RATING TT
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
I																		
	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
	11																	
II																		
	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
III																		
	1																	
	2																	
	3																	
	4																	
IV																		
	1																	
	2																	
	3																	
	4																	
	5																	
V																		
	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	

Expected Responses =_____ (Number of questionnaires sent out.)

PROGRAM EVALUATION REPORT

Rating Key: Program Strength (PS) = Very Good (VG), Good (G)
Training Target (TT) = Marginal (M), Of Concern (OC)

Team_____

		Rating PS	TT
GOAL I PROGRAM AND STAFF RESPONSIVENESS			
1	Staff listen and respond to my concerns		
2	I am an active team member, not just a listener		
3	We receive the expertise of other staff		
4	Staff give clear, useful information		
5	My child's program includes what is important to me		
6	My child's program meets my child's needs		
7	The program is based on individual needs		
8	I am satisfied with my child's progress		
9	The programming fits our family routine		
10	Staff respect our family limits of energy and time		
11	I've been given choices of service options		
GOAL II GROWTH IN KNOWLEDGE AND SKILLS FOR HELPING THE CHILD			
1	I am able to see what my child is learning		
2	I've learned about helping my child		
3	I enjoy my child more		
4	I know what my child needs to learn		
5	I see how ordinary activities are part of development		
6	I feel more confident about helping my child		
7	I am aware of how to help my child's development		
8	I have a clearer picture of my child's special needs		
9	My child's strengths and needs are discussed		
10	I know more about how to set goals for my child		

	Rating PS	TT
GOAL III GROWTH IN UNDERSTANDING NORMAL DEVELOPMENT & BEHAVIOR		
1 I value my child's time with other children		
2 I am aware of how my child is like other children		
3 I've learned ways to get my child to cooperate		
4 I've gotten help handling my child's behavior		
GOAL IV UTILIZATION OF COMMUNITY RESOURCES		
1 I know about other community resources for my child/family		
2 Staff helps me when I need to know about other resources		
3 I have greater contact with community services/programs		
4 Satisfactory communication between staff & other services		
5 I am able to get information important to my child/family		
GOAL V BUILDING A SUPPORT SYSTEM		
1 My partner/family is more involved with my child		
2 More people are helping me with my child		
3 Staff helped people I know to be more understanding		
4 Staff helped me get to know other caring people		
5 I've gotten support from other parents		
6 I feel less alone as parent of my child		
7 Staff will help when family/friends have concerns		

DAKOTA

Assisting the community
with people challenged by disabilities
to live and work together

Board of Directors

Community Resource Committee

Executive Director

Dear Parents:

We wish to know how satisfied you are with the services of Dakota, Inc. Your responses to the attached survey will help us to evaluate our services to you and your child. Please complete the questionnaire and return it to the main office by Friday, March 6th. An envelope is provided for you.

The survey is coded for use by the Director of Evaluation so that your responses can be matched with the kinds of service you are receiving (eg. home visit, in-center, community based etc.). This will give us the best understanding of how satisfied families are with the different services we provide. You may choose whether you wish to sign your name but it is important to know that your responses will not be shared individually with anyone. Your responses will be combined with responses from other parents; teams will receive a summary of the feedback provided by a group of parents.

The Parent Satisfaction Survey is intended to be an easy and effective means of getting your input in evaluating services and guiding future decisions. Results will be shared in the Dakota Challenge - watch for them or contact me if you're interested in more information.

Your comments are invited. Your time and willingness to complete the survey are very much appreciated. Thank you!

Sincerely,

DAKOTA, INC.

Jean Mendenhall
Director of Training and Evaluation

PS: Your response counts! We need 100 percent of surveys completed for results to be most valid.

JM:al
0177J

DAKOTA

Assisting the community
and people challenged by disabilities
to live and work together

Board of Directors

Community Resource Committee

Executive Director

Dear

At the risk of being pesky I am sending you another copy of the Parent Satisfaction Survey with my sincere request that you take a few minutes to complete it. Our goal is to hear from all families served by Dakota's Early Intervention staff. Your response is important: if a family does not respond to the survey, the team's overall score is lowered. You can help provide us with valuable guidance in planning services for the future. Your responses will remain confidential.

Please take the time to complete the survey TODAY and return it to me in the enclosed envelope. Thank you!

Sincerely,

DAKOTA, INC.

Jean Mendenhall
Director of Training and Evaluation

JM:sf

Enc.

P.S. Surveys that are not returned and items that are left blank both have a negative effect on survey scores. However, if you choose not to complete the survey, please return the blank form so we will be aware of your decision.

0237J

PARENT SATISFACTION SURVEY*

Response Number _____

Please indicate how satisfied you are with services you receive from your child's program. For each item put a check to show how strongly you agree or disagree with that statement. Your response to <u>each</u> statement is important - any unanswered items have a negative effect on the final score.

GOAL I - PROGRAM AND STAFF RESPONSIVENESS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
The staff listen and respond to my concerns, questions, and ideas.	SD	D	A	SA
In my meetings with staff (for assessments, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	SD	D	A	SA
Although one staff member mainly serves my child, I feel that we receive the expertise of other staff.	SD	D	A	SA
Staff give me information that is clear and useful to me.	SD	D	A	SA
I feel the program for my child includes what is important to me.	SD	D	A	SA
My child's program meets my child's needs.	SD	D	A	SA
The help my child is getting is based on his/her individual needs.	SD	D	A	SA
I am satisfied with my child's progress since beginning this program.	SD	D	A	SA
The help I get fits into our family routines and activities.	SD	D	A	SA
The staff respect the limits my family puts on our time and energy for our child's program.	SD	D	A	SA
I am informed of a variety of choices for how my child could be served.	SD	D	A	SA

* Survey developed by Dakota, Inc., Project Dakota Outreach (612)455-2335

GOAL II - GROWTH IN KNOWLEDGE AND SKILLS FOR HELPING YOUR CHILD

Because of my participation with the program....	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
....I am more able to look at my child and see what he/she is learning to do.	SD	D	A	SA
....I have learned about helping my child.	SD	D	A	SA
....I enjoy my child more.	SD	D	A	SA
....I know what my child needs to learn.	SD	D	A	SA
....I am aware of how ordinary activities are part of my child's learning and development.	SD	D	A	SA
....I feel more confident about how my family and I are helping our child.	SD	D	A	SA
....I am more aware of how to help my child's development.	SD	D	A	SA
....I have a clearer picture of my child's special needs at this time.	SD	D	A	SA
....I feel satisfied that my child's strengths are being discussed.	SD	D	A	SA
....I know more about how to set goals and strategies for my child.	SD	D	A	SA

Comments: (Please comment if you've checked any items SD or D):_____

_____

_____

_____

GOAL III - GROWTH IN UNDERSTANDING NORMAL BEHAVIOR AND PROBLEMS

Because of my participation with the program....	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
....I more strongly value my child spending time with children who don't have developmental delays.	SD	D	A	SA
....I am more aware of how my child is like other children.	SD	D	A	SA
....I know more ways to get my child to cooperate.	SD	D	A	SA
....I am getting the help I need to learn about handling my child's behavior.	SD	D	A	SA

Comments: (Please comment if you've checked any items SD or D):_____

_____

GOAL IV - UTILIZATION OF COMMUNITY RESOURCES

Because of my participation with the program...:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
....I know more about community agencies, services, and programs that can help my child or my family.	SD	D	A	SA
....I get help from staff when I want other programs or people to work with me, my child, or my family.	SD	D	A	SA
....I now have contact with services and programs in the community who may help my child or my family.	SD	D	A	SA
....I am satisfied with the communication between my child's team and community resource persons involved in my child's program.	SD	D	A	SA
....I am able to get information that is important to the health and happiness of my family and child.	SD	D	A	SA

Comments: (Please comment if you've checked any items SD or D): _____

_____

GOAL V - BUILDING A SUPPORT SYSTEM

Because of my participation with the program....	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
....my partner/my family are more involved in my child's learning.	SD	D	A	SA
....I have more friends or other children helping me help my child.	SD	D	A	SA
....staff helped the people I know be more caring and understanding of my child.	SD	D	A	SA
....staff helped me get to know other people who are caring and understanding.	SD	D	A	SA
....I have gotten support from other parents.	SD	D	A	SA
....I feel less alone as the parent of my child.	SD	D	A	SA
....staff are willing and able to help my family and friends when we have concerns or questions about my child.	SD	D	A	SA

Comments: (Please comment if you've checked any items SD or D): _____

_____

_____

My child is _____ years _____ months old.

Signature (optional) _____

1092J

THANK YOU FOR GIVING US THIS FEEDBACK!

DAKOTA

Assisting the community and people challenged by disabilities to live and work together

Board of Directors

Community Resource Committee

Executive Director

Dear

The parent satisfaction survey that you filled out in May or early June asked you to rate how satisfied you were with our services. Thanks for doing that.

The questions on the survey came from Dakota's agency goals. We now need to learn how important each of these are to you. You can give this information by filling out this form. It has the same statements as the satisfaction survey. This time, we'd like you to check how important each item is for you. This will help us improve our services.

Check one of the four choices for each question from "very important" to "not important at all". Send the form back to me in the enclosed envelope by April 31, 1987. Feel free to make comments or to add more goals.

Thank you for your time.

Sincerely,

DAKOTA, INC.

Jean Mendenhall
Director of Evaluation

JM:sf

Enc.

0210J

IMPORTANCE RATING

Response Number _____

How IMPORTANT is each item to you?

GOAL I - PROGRAM AND STAFF RESPONSIVENESS	NOT IMPT AT ALL	LITTLE IMPORTANCE	IT IS IMPT	VERY IMPT
The staff listen and respond to my concerns, questions, and ideas.	NI	LI	I	VI
In my meetings with staff (for assessments, conferences, monthly updates, etc.), I feel I am an active member of the team and not just a listener.	NI	LI	I	VI
Although one staff member mainly serves my child, I feel that we receive the expertise of other staff.	NI	LI	I	VI
Staff give me information that is clear and useful to me.	NI	LI	I	VI
I feel the program for my child includes what is important to me.	NI	LI	I	VI
My child's program meets my child's needs.	NI	LI	I	VI
The help my child is getting is based on his/her individual needs.	NI	LI	I	VI
I am satisfied with my child's progress since beginning this program.	NI	LI	I	VI
The help I get fits into our family routines and activities.	NI	LI	I	VI
The staff respect the limits my family puts on our time and energy for our child's program.	NI	LI	I	VI
I am informed of a variety of choices for how my child could be served.	NI	LI	I	VI

* Survey developed by Dakota, Inc., Project Dakota Outreach (612)455-2335

GOAL II - GROWTH IN KNOWLEDGE AND SKILLS FOR HELPING YOUR CHILD

Because of my participation with the program....	NOT IMPT AT ALL	LITTLE IMPORTANCE	IT IS IMPT	VERY IMPT
....I am more able to look at my child and see what he/she is learning to do.	NI	LI	I	VI
....I have learned about helping my child.	NI	LI	I	VI
....I enjoy my child more.	NI	LI	I	VI
....I know what my child needs to learn.	NI	LI	I	VI
....I am aware of how ordinary activities are part of my child's learning and development.	NI	LI	I	VI
....I feel more confident about how my family and I are helping our child.	NI	LI	I	VI
....I am more aware of how to help my child's development.	NI	LI	I	VI
....I have a clearer picture of my child's special needs at this time.	NI	LI	I	VI
....I feel satisfied that my child's strengths are being discussed.	NI	LI	I	VI
....I know more about how to set goals and strategies for my child.	NI	LI	I	VI

Comments: (Please comment if you've checked any items NI or LI):_____

_____

_____

_____

GOAL III - GROWTH IN UNDERSTANDING NORMAL BEHAVIOR AND PROBLEMS

Because of my participation with the program....	NOT IMPT AT ALL	LITTLE IMPORTANCE	IT IS IMPT	VERY IMPT
....I more strongly value my child spending time with children who don't have developmental delays.	NI	LI	I	VI
....I am more aware of how my child is like other children.	NI	LI	I	VI
....I know more ways to get my child to cooperate.	NI	LI	I	VI
....I am getting the help I need to learn about handling my child's behavior.	NI	LI	I	VI

Comments: (Please comment if you've checked any items NI or LI): _____

_____

GOAL IV - UTILIZATION OF COMMUNITY RESOURCES

Because of my participation with the program....	NOT IMPT AT ALL	LITTLE IMPORTANCE	IT IS IMPT	VERY IMPT
....I know more about community agencies, services, and programs that can help my child or my family.	NI	LI	I	VI
....I get help from staff when I want other programs or people to work with me, my child, or my family.	NI	LI	I	VI
....I now have contact with services and programs in the community who may help my child or my family.	NI	LI	I	VI
....I am satisfied with the communication between my child's team and community resource persons involved in my child's program.	NI	LI	I	VI
....I am able to get information that is important to the health and happiness of my family and child.	NI	LI	I	VI

Comments: (Please comment if you've checked any items NI or LI): _____

_____

GOAL V - BUILDING A SUPPORT SYSTEM

Because of my participation with the program....	NOT IMPT AT ALL	LITTLE IMPORTANCE	IT IS IMPT	VERY IMPT
....my partner/my family are more involved in my child's learning.	NI	LI	I	VI
....I have more friends or other children helping me help my child.	NI	LI	I	VI
....staff helped the people I know be more caring and understanding of my child.	NI	LI	I	VI
....staff helped me get to know other people who are caring and understanding.	NI	LI	I	VI
....I have gotten support from other parents.	NI	LI	I	VI
....I feel less alone as the parent of my child.	NI	LI	I	VI
....staff are willing and able to help my family and friends when we have concerns or questions about my child.	NI	LI	I	VI

Comments: (Please comment if you've checked any items NI or LI): _____

_____

_____

My child is _____ years _____ months old.

Signature (optional) _____

1093J

THANK YOU FOR GIVING US THIS FEEDBACK!